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NATIONAL SOCIETY FOR CRIPPLED CHILDREN, ELYRIA, OHIO

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OF INTEREST TO CRIPPLED CHILDREN WORKERS

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Articles appearing in the bimonthly magazine, THE CRIPPLED CHILD, or in the monthly news letter of this Society, THE CRIPPLED CHILD BULLETIN, are not considered in this bulletin, because all individuals and organizations receiving this bulletin also receive these two periodicals and other publications of this Society.

Hilbert, Hortense, R.N. Nursing in programs for crippled children. Public Health Nursing, November, 1940. Vol. 32, No. 11, pg. 688.

The author, a public health nursing consultant in the United States Children's Bureau, reviews public health nursing programs in state services for crippled children in nine northeastern states.

"...Five of these nine state agencies, then, employ special orthopedic field nurses to some extent for direct services to crippled children, and in three of the agencies orthopedic nursing services are to a large extent combined with general public health nursing. Special orthopedic nursing supervisors are also employed in these five agencies, who, in addition to supervising the activities of the special orthopedic nurses, act also in the capacity of orthopedic nursing consultants to the general public health nurses in the state department of health or to local nurses outside the department of health."

"In the four states where no field nurses are directly attached to the crippled children's division or agency and none are assigned for special services, provisions are made for orthopedic nursing consultants in the division of public health nursing. Because of the scarcity of public health nurses well qualified for orthopedic nursing consultation, these positions are not all filled at present."

"Some intensive preparation in orthopedic nursing is considered necessary for every public health nurse who gives orthopedic nursing service to crippled children, whether she is a special orthopedic nurse or a general public health nurse who includes it as part of her services in child health supervision. ...

"It is considered important that the public health nurse have the technical training that can be obtained only through an approved course in physical therapy if she is expected to include in her services to crippled children orthopedic physical-therapy treatments which require training that she did not receive through her course in orthopedic nursing."

"...some or all of the following types of service are being given [by public health nurses]:

Under general medical direction -

Health supervision from birth to school age, which includes nursing care and instruction in nutrition, immunization, daily regimen of the child, correction of physical defects, and so forth, and which is needed by every child throughout his childhood no matter what his health condition may be.

Under individual medical direction -

Care of the sick child during acute and chronic illness and care during and immediately following such illness to prevent deformities; supervising others and teaching them how to give such care. Such acute and chronic illness

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National Society for Crippled Children, Elyria, Ohio

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includes poliomyelitis, tuberculosis, osteomyelitis, arthritis, and so forth, that may result in disability that subsequently requires orthopedic care.

Nursing of the crippled child whose condition requires orthopedic care. Such nursing includes massage, helping to maintain the proper position of the child's body, care of casts, splints, braces, and other appliances.

Interpreting to the parents the instructions for muscle exercises and assisting them in giving these and other treatments to be carried out in the home.

Sometimes periodic grading of muscles in order to report to the physician on the progress in restoration of muscle function.

"The public health nurse is generally expected to acquaint the family with the resources of the community for education, vocational guidance, economic aid, and social services; and she is also expected to keep the community informed as to the adequacy or inadequacy of resources available to the community for crippled children. Moreover, in her general family health service, the public health nurse, of course, contributes consciously or unconsciously to the prevention of crippling."

King, Paul H. So we call him "Daddy" Allen. The Rotarian, November, 1940. Vol. 57, No. 5, pg. 14.

The story of the founding of the International Society for Crippled Children, told by "Daddy" Allen's successor as President of the International Society. The article emphasizes the important part Rotarians have played in the movement. It tells of Rotarians from all over the world learning of crippled children's work at conventions, and returning home to start in their community or nation a program for cripples.

This is also the early history of the National Society for Crippled Children, which separated in title and function from the International Society in 1939. At that time, the international organization changed its name to the International Society for the Welfare of Cripples.

Loftus, Ray S. Rotary community service. Ohio Parent Teacher, November, 1940. Vol. 19, No. 3, pg. 16.

A recital of the community services of the Toledo Rotary Club, among which are three outstanding services provided for crippled children - the school, the convalescent home, and the secretarial training school.

Moody, Mrs. Julius. Toledo Secretarial School. Ohio Parent Teacher, November, 1940. Vol. 19, No. 3, pg. 17.

"The Toledo Secretarial School was founded March 4, 1935. It began with an enrollment of twelve physically handicapped young men and women, who because of their handicap were unable to receive the training and consequently the job which would make them independent. ... This school is financed by federal and matching state funds disbursed by the State Department of Vocational Rehabilitation, administered by the Board of Education, and fostered by the Rotary Club of Toledo. ... Rotary Club saw to it that a school was established, spent \$1200 in equipment the first year and for the first year of its operation, because state funds were not available, \$750 more for operating funds so that federal funds in equal amount could be secured. ...

"The enrollment at the present time is sixteen; the term is nine months; and the school is in session all year around. ... They learn to operate efficiently:

switchboard, dictaphone, multigraph, addressograph, graphotype, mimeograph, comptometer, Burroughs and Elliott-Fischer Bookkeeping and Billing machines, as well as the automatic calculating machines and adding machines. These skills, of course, are taught along with their regular typing, shorthand, bookkeeping, penmanship, spelling, business English, and Secretarial. ...

"The students are chosen for their intelligence, personality, neat appearance, and their ability to get around and do all of the work that would be entailed in office routine, as well as their ability to get along with their fellows. Because we find that personality traits and appearance are becoming more and more important as factors in getting and holding jobs, we have come to put a great deal of stress upon this angle. ... Our graduates must be good, and they are good before they leave the school for a position. They must meet all of the requirements of personality, appearance, personal cleanliness, and have an ability which is equal to six months experience in the average office.

"Since the school was founded seventy-five physically handicapped young men and women between the ages of 17 and 36 have been trained and placed in gainful employment. They receive salaries which vary from \$50 to \$150 respectively per month." (This article originally appeared in "Toledo Schools.")

Orthopedic scholarships for nurses. Public Health Nursing, November, 1940. Vol. 32, No. 11, pg. 699.

The National Foundation for Infantile Paralysis has made a grant to the National Organization for Public Health Nursing for seven scholarships to assist nurses to prepare for orthopedic service in either the university instruction field or the visiting nurse supervision field.

C R I P P L I N G C O N D I T I O N S

Drag-net on childhood foe being drawn in closer. Science News Letter, November 16, 1940. Vol. 38, No. 20, pg. 307.

This article describes very briefly the research projects on poliomyelitis conducted throughout the country by the following doctors, each following a different "trail": Dr. John A. Toomey, Cleveland; Dr. John F. Kessell, Los Angeles; Dr. Harold K. Faber, Stanford University; Dr. Herbert E. Hipps, Marlin, Texas; Dr. A. A. Schmier, New York; Dr. Alfred E. Fischer, New York; and Dr. Sidney O. Levinson, Chicago.

Dwan, Paul F. and Hansen, Arild E. Rheumatic fever in childhood. Staff Meeting Bulletin, Hospitals of the University of Minnesota, November 1, 1940. Vol. 12, No. 5, pg. 79.

Fischer, K. Armand, M.D. Erb's palsy. The Physiotherapy Review, November-December, 1940. Vol. 20, No. 6, pg. 328.

Martin, Elizabeth F., O.T.R. Occupational therapy treatment for cerebral palsies at the Children's Rehabilitation Institute. Occupational Therapy and Rehabilitation, October, 1940. Vol. 19, No. 5, pg. 331.

"Work with these children is intensely interesting because there are never two who have identical handicaps. For this reason it is impossible to lay down rules for the use of crafts and the desirable sequence of crafts. What is good for one child will not be suitable at all for another. The most important thing to remember is that it is not what is done, but how it is done. As therapists, we must be able to differentiate between spasticity and athetosis. We must treat

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the athetoid by means of relaxation, and the spastic by careful exercise, avoiding stretch reflex. We must work in the closest kind of cooperation with the physiotherapists. Only in this manner are we going to be able to contribute our share to the rehabilitation of this large and hopeful group of handicapped children."

One part of this article describes methods employed in teaching the athetoid to feed himself.

Speed, Kellogg. Broken bones. Hygeia, November, 1940. Vol. 18, No. 11, pg. 977.

This article describes the healing process within the human body when a bone is broken.

E D U C A T I O N

Beals, Frank L. What of segregation. Journal of Exceptional Children, November, 1940. Vol. 7, No. 2, pg. 74.

"Physically handicapped children will occupy a special position in the social and vocational world. They must be brought to realize this at a very early age. The time during which they are making an adjustment to this realization is one of great emotional disturbance for them. The situation is so grave that they must have help and guidance from teachers that have complete, intimate, and sympathetic understanding of their problems."

"Everyone engaged in education, in any field whatsoever, will agree that if the child can reasonably well be taught with a group of normal children, he then belongs with that group. If, however, for any reason he deviates from the normal to a point where he cannot reasonably well be taught with the group, he then belongs in a segregated class."

"Include among these children those that suffer from either spastic paralysis or the after effects of infantile paralysis. The nature of their affliction makes it all but impossible for them to attend classes in a normal school. Both types require special physical care and treatment, and along with their altered physical make-up comes altered personalities, that similarly cannot be dealt with properly in a normal group situation."

Correvont, H. Earle. Some of the major educational needs of Michigan's exceptional children. Department of Public Instruction, Lansing, Michigan. November, 1940. Mimeographed. 3 pages.

The following needs, presented to the Michigan Society for Crippled Children at their Annual Meeting by the Consultant in the Education of Exceptional Children for the Michigan Department of Public Instruction, might well apply to every other state as well as Michigan. Each need is briefly explained and discussed in Mr. Correvont's paper.

1. A more complete census of exceptional children.
2. Adequate assistance for all types of handicapped children
3. Facilities for the education of handicapped children in all cities, villages, and rural areas
4. Board and room for exceptional children who do not live near special education centers
5. Educational opportunities for homebound children
6. Referral of children who are excluded from school attendance to a local or state child-caring agency

7. Further coordination of the efforts of agencies and individuals concerned with the growth and development of atypical children
8. A public that is informed about the child adjustment services in the state
9. A teaching personnel that is aware of the problems involved and is prepared to give direct assistance
10. A program of prevention
11. Provision for remedial measures and the correction of disabilities
12. Greater individuation in special education
13. Special consideration for children with lesser degrees of deviation
14. Special consideration for all handicapped children irrespective of age or grade levels
15. The consideration of socio-economic adjustments
16. Adequate pupil personnel records including anecdotal, psychological, physical, scholastic, and family history
17. Research in special education procedures and other problems related to exceptional children.

McCallum, Flora M. Sunbeam School for Crippled Children. Ohio Parent Teacher, November, 1940. Vol. 19, No. 3, pg. 6.

This description of a large school for crippled children in a metropolitan city [Cleveland] is written by the principal of the school, who discusses in some detail the aims and objectives, the organization, curriculum, special activities, buildings and equipment, teaching standards, and medical and social services of the school.

McIntire, Hazel C. Educational opportunities for physically handicapped children in the public schools of Ohio. Ohio Parent Teacher, November, 1940. Vol. 19, No. 3, pg. 5

"The Ohio law provides for the education of five general types of handicapped children; namely, the deaf, the hard of hearing, the blind, the partially sighted, and the crippled. ... The crippled includes children with severe cardiac conditions, epileptics, and homebound children with pulmonary tuberculosis. ... Only handicapped children of normal learning ability are eligible for special education under the law.

"Special classes for the three types of physically handicapped children are to be found in the public school systems of many cities in the state and some county classes have been organized in areas that have sufficient number of any type of handicapped children. ... Physical therapy is provided in orthopedic classes on the recommendation of the orthopedist in charge of the case ... Crippled children who are able to do so go out to regular class for their recitations. Orthopedic classes are operated in hospitals as a part of the public school program.

"Where the physical condition of a crippled child is such as to preclude school attendance even with the aid of transportation, instruction may be given in the home.

"...The cost of special education is paid by the home district of the child and the Division of Special Education. The home district pays the normal cost of education and the Division of Special Education is liable for the excess cost of such education...."

Martens, Elise H. State supervisory programs for exceptional children. School Life, November, 1940. Vol. 26, No. 2, pg. 34.

The Senior Specialist in the Education of Exceptional Children of the U. S. Office of Education describes the administrative set-up of state special

education divisions within their respective state departments of education. At the present time there are 16 states having on the state education staff one or more persons identified in title and in functions with the education of exceptional children. In three of these states, programs of special education are handled by definite part-time assignments to staff members who also have other duties.

The Office of Education will soon issue a bulletin by Dr. Martens on this same subject - "State Supervisory Programs for the Education of Exceptional Children." This bulletin is now in press.

Wiley, G. M. LaCrosse rebuilds its school plant. The American School Board Journal November, 1940. Vol. 101, No. 5, pg. 33.

This article gives building plans and descriptions of several new schools in LaCrosse, Wisconsin, among them the new LaCrosse Orthopaedic School.

HOSPITALIZATION

Boas, Ernst P., M.D. Convalescent care redefined. The Modern Hospital, November, 1940. Vol. 55, No. 5, pg. 73.

In this article, which discusses the principles of providing convalescent care to supplement hospital and custodial care for various types of patients, brief mention is made of convalescent care for orthopaedic and for rheumatic heart cases.

Pearson, Celia M. and Stein, Irwin D., M.D. Success story on occupational therapy. The Modern Hospital, November, 1940. Vol. 55, No. 5, pg. 56.

How the occupational therapy department at Montefiore Hospital for Chronic Disease in New York City grew to include practically all of the recreation program for the patients is told in this article. In contrast to its previous focus of interest on the production of fine handicrafts, the department now supervises the patients' library, the production of a literary magazine, the hospital's radio service and movies, and also provides classes for the patients [mostly adults] in music, creative writing, current history, debating, and art work.

"...There has been no interference with the helpful physical work accomplished; many notable results have been achieved as a result of a planned therapeutic program under the direction of the consulting physician.

"A matter still to be solved is the need for a scheme of activity that will provide some financial return to skilled but handicapped patients; this is a real psychotherapeutic, as well as economic, necessity. ...

"The benefit to the hospital as a whole of a cheerful esprit de corps among the patients and its relation to successful treatment by the medical staff are not within the scope of this article. However, the sense of organic vitality and the consciousness that real life with its opportunity for growth and development has not slipped entirely away which are being increasingly evidenced among our patients have already justified many times the additional effort that such expansion has brought."

Seawell, A. C. Occupational therapy in a general hospital. Occupational Therapy and Rehabilitation, October, 1940. Vol. 19, No. 5, pg. 307.

The Assistant Superintendent of the Baylor University Hospital, Dallas, points out the value of an occupational therapy department in a general hospital, and

gives a practical account of the costs in rent or hospital space, materials, equipment and salaries. He concludes that something should be done to "sell" hospital administrators and boards on the value of such a department.

PREVENTION - ACCIDENTS

Herschensohn, H. L. It wasn't my fault! Hygeia, November, 1940. Vol. 18, No. 11, pg. 988.

In the interests of accident prevention, the author proposes that "no one should be granted a license to drive a motor vehicle unless he presents a physician's certificate, renewable yearly, to show that he is physically and mentally fit to do so." He lists and describes several conditions which would render the driver ineligible for such a certificate - night blindness, alcohol and drug addiction, acute attacks of pain, fainting spells, defective and uncorrected vision and hearing, insanity, and several diseases.

Wittmer, J. J., M.D. Minor injuries - so called. National Safety News, November, 1940. Vol. 42, No. 5, pg. 34.

Besides being of interest to the crippled children worker because it pertains to accident prevention, this article will also be of interest because it makes recommendations concerning the placement in industry of persons who have had osteomyelitis.

Periodicals

The American School Board Journal, 540 N. Milwaukee St., Milwaukee, Wis. Monthly. \$3.00 per year; 35¢ per copy.

Hygeia, The American Medical Association, 535 N. Dearborn St., Chicago, Ill. Monthly. \$2.50 per year; 25¢ per copy.

Journal of Exceptional Children, 1221 Boston Ave., Flint, Mich. Monthly, October to May, inclusive. 30¢ per copy.

The Modern Hospital, 919 N. Michigan Ave., Chicago, Ill. Monthly. \$3.00 per year; 35¢ per copy.

National Safety News, National Safety Council, 20 N. Wacker Drive, Chicago, Ill. Monthly.

Occupational Therapy and Rehabilitation, Williams and Wilkins Co., Mt. Royal and Guilford Aves., Baltimore, Md. Bimonthly. \$5.00 per year; \$1.00 per copy.

Ohio Parent Teacher, 132-34 N. Washington St., Greenfield, Ohio. Monthly, except July and August. 50¢ per year; 10¢ per copy.

The Physiotherapy Review, 737 N. Michigan Ave., Chicago, Ill. Bimonthly. \$2.50 per year; 50¢ per copy.

Public Health Nursing, National Organization for Public Health Nursing, 50 W. 50th St., New York City. Monthly. \$3.00 per year; 35¢ per copy.

The Rotarian, Rotary International, 35 East Wacker Drive, Chicago, Ill. Monthly. \$1.50 per year; 25¢ per copy.

School Life (Published by U. S. Office of Education), Government Printing Office, Washington, D. C. Monthly, except August and September. \$1.00 per year.

Science News Letter, Science Service, Inc., 2101 Constitution Ave., Washington, D.C. Weekly. \$5.00 per year; 15¢ per copy.